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ABSTRACT

The Individualized Internship Project of the Southwest Educational Development Laboratory (SEDL) aims to promote the participation and advancement of promising young professional women and minorities in the area of Educational Research and Development (ERD). Five interns from minority backgrounds participated in the program in 1980-81, during which they engaged in a variety of ERD experiences while simultaneously pursuing the requirements for the doctorate in their respective areas of specialization. The program consisted of three components: (1) personal development, which provided technical knowledge, skills, and practical experience in ERD inside and outside the traditional educational system, and provided opportunities for interns to complete their degree programs; (2) institutional liaison, which placed the interns in individual projects and maintained liaison with current and prospective institutional employers of the interns; and (3) documentation of each intern's progress. At the end of the year-long program, the interns assessed their program experiences using evaluation instruments on which they indicated (1) the extent to which they perceived their individual program goals as having been accomplished; (2) the extent to which they felt stated SEDL program objectives were attained; and (3) the specific ERD skills that they felt they needed to develop further after having participated in the program. (Author/MJL)

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FINAL REPORT

MINORITIES AND WOMEN INDIVIDUALIZED INTERNSHIP PROJECT

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Funded by: National Institute of Education (NIE)
Washington, D.C.

Project Report Period: December 1, 1980 to November 30, 1981

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UD 022 498

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December 15, 1982

Dr. Frank Alejandro, Director
Minorities and Women Project
National Institute of Education
1200 19th Street, NW
Washington, D.C. 20208

Dear Dr. Alejandro:

Submitted herewith is the Final Report of Activities for SEDL's Women and Minorities Individualized Internship Project from December 1, 1980 to November 30, 1981. Included in the report is a description of project activities for FY82.

Should there be a need for additional information, please feel free to contact me.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Women and Minorities Project

jm
Enclosure

xc: James H. Perry
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A. Introduction

Historically, there has been an under-representation of minorities and women in the field of educational research and development (ERD). This is particularly evident at the managerial and/or executive levels of ERD activities. Both a lack of equal opportunity and systematic training are deemed to be the root of this problem. As a result, minorities and women in ERD are represented at less than half of their proportion in the general population.

Several reasons have been offered for the lack of training opportunity for minorities and women in ERD. These include, but are not limited to, (1) not enough minorities and women achieving at the educational levels of training required for ERD management positions; (2) inadequate personnel procedures, i.e., recruitment, placement, and supervision related to advanced training and employment; (3) insufficient information, incentives, support and career opportunities; and (4) personal preferences for various types of training and/or employment. Until these reasons are sufficiently dealt with, the problem of minority and women under-representation in ERD will remain with us.

SEDL's Individualized Internship Program has been in existence for four years. It represents a systemic approach to remedying the problem regarding the lack of opportunity and appropriate training for minorities and women in ERD. As a means of ensuring that the Project provided relevant training experiences, the dimensions credentialing, ERD system knowledge, and gaining competition skills were incorporated. In serving

as an "institutional mentor," the Project has sought to identify, prepare, and promote promising young professionals in ERD who do not fit the traditional protogee role. This is perceived to be an important step toward eliminating the systemic factors which have excluded and isolated minorities and women while advancing them to leadership positions to assist others like themselves.

In a concerted effort to deal with the problems confronting the entry, participation employment and advancement of women and minorities in ERD, SEDL's Individualized Internship Project's overall goal is to provide a range of experiences which will enhance the credentials, ERD knowledge/ skills and competitive advantage of doctoral candidates. Within the context of this goal, the project had three (3) major components, each with its own set of objectives and sub-objectives. The components and related objectives were as follows:

Personnel Development Component

1. To provide persons who express a career interest in educational R&D and who are near completion of a terminal degree in a related area with an opportunity to complete that degree.

2. To provide interns with individualized experiences which increase their knowledge base in educational R&D.

   2.1 To provide interns with a structured entry experience.

   2.2 To provide interns with technical expertise in management of educational R&D.

   2.3 To provide interns with systemic and political expertise in the broader aspects of the educational R&D network.

Institutional Liaison Component

3. To recruit, select, and place interns in a manner which allows equal access to the individualized personnel development component objectives defined previously for all applicants.

4. To provide current SEDL staff with experiences which increase their technical, systemic, and political expertise as related to educational R&D.

5. To encourage and aid in recruiting and placing women and minorities in positions to increase development of the necessary technical expertise in research, development, dissemination, and evaluation.

6. To coordinate each intern's activities with those of the institution.

7. To develop and maintain liaison with appropriate educational R&D individuals and institutions, i.e., with:

   . current and prospective employers and supervisors of interns;

   . persons responsible for affirmative action objectives for educational R&D and related institutions in the SEDL region.

Documentation and Dissemination Component

8. To maintain supportive follow-up with each participant.

9. To document each intern's progress.

10. To further refine the individualized internship model.

11. To provide technical assistance and information related to the equity issue to educational agencies and organizations in the SEDL region.

With these objectives in mind, the SEDL Intern Selection Committee chose four (4) persons to participate in the project. At the request of NIE, another intern was added, which made a total of five (5) interns that took part in the FY81 Minorities and Women Program at SEDL. A brief description of the five interns is as follows:

1. Gloria F. Scales

   a. Black Female

   b. University of Texas, Division of Curriculum and Instruction, Department of Foreign Language Instruction

   c. Dissertation Topic: Motivation Orientation of Black Students in Selected Colleges Majoring in Foreign Language Classes

2. Concepcion (Connie) De Luna

   a. Hispanic Female

   b. University of Texas, Curriculum and Instruction Division, Early Childhood Education/Bilingual Education/Special Education Departments

   c. Dissertation Topic: A Comparison of Oral Language Spoken at Home of Some Spanish Speaking Mexican American Regular Fourth Grade Students and Students Identified as Learning Disabled

3. Chris Lovato

   a. Hispanic Female

   b. University of Texas, Educational Psychology Department

   c. Dissertation Topic: Achievement Motivation and Role Stress As Predictors of College Performance in Mexican American and Anglo American Students

4. Carole Ann Pierce

   a. Anglo Female

   b. University of Texas, Educational Psychology Department

   c. Disseration Topic: Correlates of Attainment within Academic Psychology

5. Pedro Rocha

   a. Hispanic Male

   b. University of Texas, Educational Administration Department

   c. Dissertation Topic: An Investigation of Performance Behaviors of Mexican American Deans and Chairpersons as They Manage Critical Incident Situations in Selected Texas Community Junior Colleges

The interns spent one year in SEDL's Minorities and Women Program, during which they (1) engaged in a variety of ERD experiences, and (2) pursued the completion of requirements for the doctoral degree. A description of these activities is provided within the framework of the program's components and related objectives. This discussion is contained in the following section.

B. Accomplishments by Objective

1. Component: Personnel Development

The basic purposes of this component were to provide activities which assist the interns in (1) having experiences in various technical ERD functions, (2) having knowledge and skills concerning the broader context in which ERD occurs and (3) utilizing the knowledge and skills in creative application of ERD at institutions both within and without the traditional educational system (SEDL/MWP 1979 Proposal, p. 15). It has two major ongoing phases: (1) Individualizing the Internship and (2) Performance of Actual Internship Activities.

Objective One: To provide interns with opportunities to complete their doctoral degree programs.

Task 1.1 Each intern provided specifications necessary for completing their degree work within one year. In addition, interns indicated the amount of time commitments needed for dissertation activities.

Task 1.2 It was projected that 4 of the 5 interns would complete all remaining doctoral degree requirements within the project year. One intern would at least complete the data collection and analysis activities.

At the end of the project year, 3 interns completed all requirements and were graduated. Of the two remaining, one expects to complete by March 1982, while the other's projected completion date is May 1982.

Task 1.3 Each intern was provided with core support needed to finish their dissertations. Core support for each intern included:

a. Supplies - equipment including desk, chair, table, cabinets, files, telephone (local and WATS calls), telephone credit card, meeting space, paper, pencils, pens, reference books/materials, typewriter, remote computer terminals, reproduction machines, word processor, tape recorders, audiotapes, text editor, manuals, bookcases, etc.

b. Time - essentially periods when work on dissertation was an exclusive and uninterrupted activity.

c. Facilities - including office space, library, meeting rooms, study rooms, workshop areas, library search center, keypunching/coding/data entry/data analysis capabilities, etc.

d. Workshops and seminars on topics related to dissertation activities including data analysis, computer techniques, text editing, research methodology, statistical procedures/techniques, research proposal preparation, reaction sessions regarding dissertation topics and other aspects.

During the first six months of the M&W Program, there was more of a concentration of these kinds of activities. Due to the abrupt resignation of the initial project director and the appointment of a new one, it was decided to de-emphasize this aspect of the project and focus entirely on intern dissertation activities. In the main, this decision was made to help alleviate intern concerns regarding the sudden directorship change and its effect on progress toward completion of their dissertations. For a detailed account of intern activities regarding workshops, seminars, etc. up to June 1981, see Attachment A.

Objective Two: To provide interns with individualized experiences which increase their knowledge base in ERD regarding technical and systemic/political expertise.

Task 2.1 To facilitate a successful beginning, interns were provided structured project entry experiences as a means of establishing the necessary framework for maximizing the internship experience. This included:

a. Receiving an advance organizer packet of information on the history and current status of SEDL.

b. Receiving a guided tour of SEDL and viewing an overview film.

c. Holding introductory meeting with SEDL office and division directors along with their staff members.

d. Participating in a series of orientation meetings which centered on stipend and benefits, work schedules, organizing work stations, determining group and individual needs, arranging for interaction with appropriate University of Texas persons, developing group process/organizational/social system skills.

e. Participating in an informal social with all SEDL staff persons.

f. Preparing a list of knowledge and skill experiences upon which an individualized contract could be negotiated.

Task 2.2 To provide interns with technical expertise in management and management of ERD. This task was accomplished by:

a. Providing interns with direct instruction and information regarding such topics as personnel management models/styles, communication skills, research design, budget, research methodology, use of computer, evaluation design, data organization/coding, statistical analyses techniques, and organizational theory and management.

b. Allocating interns a personal budget to manage in relation to dissertation expenses.

c. Providing interns with a range of reference materials for theoretical background and practical use.

d. Holding "expert" lectures by both SEDL staff and outside consultants (e.g., institutional planning, personnel policy, budget preparation, etc.).

e. Allowing interns to review, then select, specific task assignments in SEDL office or division areas, e.g., proposal writing, report preparation, staff coordination, etc.).

Task 2.3 To provide interns with systemic and political expertise in the broader aspects of ERD networks. This task was accomplished through:

a. Having the project provide interns with reading material regarding SEDL institutional/organizational networks and relationships.

b. Convening informal meetings with Executive Director and other division or office managers.

c. Interns attending SEDL Management Advisory Team meetings.

d. Holding weekly meetings with interns to share and interact experiences and perceptions.

e. Attending seminars of interest at SEDL including:

- Seminar on discriminant analysis.
- Seminar on planning conference on international education.
- Language acquisition seminar - 2 interns

f. Participating in relevant conferences, conventions, or workshops at the local, state, regional and national levels including:

- AERA - 3 interns
- Invitational conference on International Education - 1 intern
- Women's Leadership Conference - 5 interns
- Proposal Development for International Education Project - 5 interns

2. Component: Institutional Liaison

The aims of this component centered on selecting, then providing interns with experiences which assisted them with intra and extra institutional networking, career opportunities, and technical/systemic/political ERD experiences in specific projects or the SEDL as a whole.

Objective Three: To recruit, select, and place interns in a manner which allows equal access to the previously stated personnel development objectives.

Task 3.1 The interns were selected from a range of applicants that were local, state, regional, and national in origin. A total of 14 candidates were interviewed

and four finalists chosen based upon requirements for the program. A fifth intern was added at the recommendation of NIE. Recruitment efforts were carried on within SEDL, state agencies in the region, colleges and universities regionally and nationally, professional organizations nationally, other known SEDL staff networks and former interns themselves. More than 1,000 flyers were mailed out during the recruiting effort.

Task 3.2 Interns were provided with indepth presentations regarding each SEDL program and support division. In addition, individual interns were able to discuss in more detail the activities of a division for which they had an interest. After these discussions, interns initially chose to have division/project staff persons make presentations to the group concerning aspects of ERD activities underway which could be beneficial to their research efforts. Later, interns gave written indications of division/project areas in which they wished to participate further.

It was agreed that the more "hands-on" experiences in projects be undertaken after the round of initial seminars and the finalizing of proposals by each intern. As mentioned earlier, this aspect of the project (indepth intern experiences in specific projects) was not completed due to a decision by the interns to concentrate on dissertation completion after the former Minorities and Women Project Director resigned in June.

Objective Four: To provide current SEDL staff with experiences in which to increase their technical, systemic and political expertise as related to ERD.

Task 4.1 This was one of the more rewarding aspects of the project. SEDL staff other than interns were provided with opportunities to increase both their knowledge and expertise regarding several facts of ERD. More than 175* staff persons participated in and benefitted from such presentations as:

. Computer SPSS Seminar
. Computer Text Editing Seminar
. Computer Text Formating Seminar
. Computer Data Entry and File Manipulation Seminar
. Organizational Behavior Seminar
. Quantitative Research Methods and Statistics Seminar
. Qualitative Research and Data Analysis Seminar
. Introduction to Multiple Regression Seminar
. Introduction to Path Analysis Seminar

. Introduction to Other Multivariate Statistical Techniques Seminar
. Introduction to Discriminate Analysis Seminar
. Managerial Workshop

*Figure represents multiple participation in seminars of some staff persons.

Objective Five: To encourage and assist in recruitment and placement of women and minorities in positions within individual projects to increase development of the necessary technical expertise in research, development, dissemination, and evaluation.

Task 5.1 Interns were oriented with respect to the activities of program and support divisions. Upon completion of the orientations, interns indicated choices for those areas within SEDL they wished to gain more indepth ERD experiences. The preliminary indications were as follows:

. Pedro Rocha - Data analysis and proposal preparation with projects in the Divisions of (1) Bilingual and International Education and (2) Community and Family Education.

. Gloria Scales - Planning workshops, conferences, symposia, etc., staff management, observation research, qualitative data analysis and proposal preparation in the Divisions of (1) Regional Policy and Planning and (2) Bilingual and International Education.

. Chris Lovato - Planning and delivery of workshops/ training, proposal writing and professional networking in the Divisions of (1) Special Projects, (2) Regional Policy and Planning, and (3) Sex Roles Project.

. Connie De Luna - Planning workshops, symposia and conferences, proposal development and writing; interviewing techniques, observation techniques, dissemination of research findings; management of research process in the Divisions of (1) Bilingual and International Education and (2) Community and Family Education.

. Carole Ann Pierce - Project development and management, planning techniques, research methodology, financial and budgetary procedures in the Office of Fiscal and Technical Services, Division of Regional Policy and Planning, and Sex Roles Project.

To monitor and evaluate these experiences, four instruments were developed:

(1) The Perception Instrument - Designed to ascertain information regarding intern perceptions of projects and managers they will work with and expectations prior to working in that division.

(2) The Contract - Designed to detail the range of activities that an intern would be involved with in a particular division.

(3) The Intern Project Assignment Evaluation - Designed to obtain the intern's assessment of the project assignment experience.

(4) The Intern Feedback Instrument - Designed to elicit opinions from managers regarding interns who worked in their projects.

As mentioned previously, this facet of the project did not develop as planned. It was postponed when the previous project director resigned midway in the project year. Interns became concerned about progress toward completing their dissertations and agreed to concentrate on those activities. They also agreed that as time allowed toward the end of the project year, these kinds of experiences would be rescheduled. Unfortunately, such time did not become fully available as interns became completely consumed in their dissertation activities.

Interns were able to spend some time with activities of this sort early in the project. These included such experiences as:

(1) Serving as resource persons for proposal development.
(2) Serving as recorders and participants at SEDL conferences.
(3) Attending work session on developing a research proposal.
(4) Serving as part of a planning team for SEDL conference.

Objective Six: To coordinate each intern's activities with those of the institution to create increased organizational support of the program.

The intent here was to allow interns to utilize their knowledge and expertise in working on a variety of tasks at SEDL and with a wide number of SEDL staff. This would not only broaden intern knowledge and skills,

but add substantially to the quality of SEDL efforts and for institutional support. Examples of such activities on the part of interns are as follows:

(1) Attending Lab Council meetings.
(2) Attending Board of Directors meetings.
(3) Attending orientation sessions by Fiscal Services Director concerning financial operations of SEDL.

Objective Seven: To develop and maintain liaison with current or prospective employers of the interns in organizations and institutions within the SEDL region.

This objective was aimed at identifying prospective employment possibilities and establishing contact with them as a means of facilitating employment opportunities for the interns. The following activities were conducted to accomplish this objective:

(1) Resumes were developed and reproduced for all interns to disseminate to places of their choosing.
(2) Travel was provided to one major conference (AERA) which allowed interns to meet with persons identified by SEDL staff and to explore job possibilities with employers set to interview prospects at the conference; interns were also exposed to AERA placement services and the placement board which listed notices of vacancy.
(3) Information (articles and recommendations) regarding the interview process and designing resumes to fit the area or position of interest was provided.
(4) Travel to locations where interns could identify, contact and interview regarding employment possibilities was provided; sites included Washington, D.C. and surrounding areas, Dallas and Fort Worth, Texas.
(5) Provision of a liaison organization (SENSE, Inc., Washington, D.C.) to facilitate agency/organization contacts, directions to job sites, handling of telephone contacts, general office services, etc.
(6) Identification and contact of selected agencies/organizations in the region as a means of informing them about those interns completing their work and available for employment; this involved sending both a cover letter and the resumes of those interns who received information packets regarding the interns were:

    (a) State Education Agency Personnel Offices in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

(b) State Employment Commissions for the Region's six states.
(c) Personnel Offices of the Governor for each of the six states.
(d) Three to five college and/or university personnel offices in each of the six states.
(e) Two to three junior colleges in each of the six states.

Objective Eight: To maintain supportive follow-up with each intern.

Efforts here are concerned with working inside SEDL, with client institutions, the CEDaR network and other resources to create a market awareness of the interns completing their degree work. In addition, it involves soliciting placement opportunities for the interns and assistance with developing new positions for them within SEDL or other client institutions. Carrying out this objective consisted of the following:

(1) Forwarding of intern resumes to CEDaR headquarters for dissemination in their network.
(2) Registering interns with RISE (Register for International Service in Education).
(3) Make contact with personal sources to inform of intern availability.
(4) Filing 171s with local civil service office and national office in Washington, D.C.

3. Component: Documentation and Dissemination Component

Objective Nine: To document each intern's progress in a manner which contributes to intern development and the overall understanding of the necessary requisites for their career development.

The effort involved monitoring intern development and focusing on further identification of those factors which can contribute to the career advancement of interns. Essentially, the following tasks were undertaken to accomplish this objective:

Task 9.1 Each intern provided the project director and the personnel office with a complete and updated application.

Task 9.2 Project director maintained a monthly report on progress and support needs.

Task 9.3 Project director, in cooperation with personnel director, established a file for each intern which includes:

. application
. final graduate transcript
. copy of dissertation
. updated resumes
. list of employment referrals
. evaluation of program experience

Objective Ten: To further refine the individualized internship model so that other participants will be better served or other institutions might adopt its principles.

This objective was accomplished only to the degree that a final report was prepared which summarized internship activities during the FY81 project year. Due to previously stated reasons, the project did not formally employ the DAP individualized approach. Therefore, no summation of that process is contained therein; nor is there an evaluation of the process. Data are provided with respect to intern achievements in the following paragraphs.

Objective Eleven: To provide technical assistance and information related to the equity issue to educational agencies and organizations in the SEDL region.

Efforts in this objective were supposed to center around having the project director develop mechanisms for providing regional technical assistance and information on equity issues to educational agencies/projects throughout the region. Due to project administration changes, no such efforts were undertaken during the FY81 funding period.

4. Summary of Accomplishments

The SEDL Minorities and Women Internship Program operated from December 1, 1980 through November 30, 1981. During that period, the project was administered by two different directors. Its major accomplishments are best summarized as follows:

a. Contributed to the successful completion of doctoral work (dissertation) for three interns.

b. Contributed to the completion of all work through data analysis for one intern.

c. Contributed to the completion of all work through data collection for one intern.

d. Provided all interns with a limited range of R&D management experiences.

e. Provided all interns with a variety of professional networking cxperiences.

f. Provided all interns with all support (technical, etc.) needed and possible through end of project.

g. Received applications from, screened, and interviewed 12 candidates for the FY82 Minorities and Women Internship Program.

h. Selected and notified five (5) finalists for the Program in FY82:

(1) Irma Guadarrama, Hispanic female; Curriculum and Instruction Department, College of Education, University of Texas.

(2) Theresa Mason, Anglo female; Social Anthropology, Department of Anthropology, University of Texas.

(3) Veon McReynolds, Black male; Community Psychology Program, Psychology Department, University of Texas.

(4) Sandra Pacheco, Hispanic female, Counseling Psychology Program, Psychology Department, University of Texas.

(5) Diane Spearly, Anglo female; Educational Psychology Department, College of Education, University of Texas.

These five interns are scheduled to commence their program experiences on December 1, 1981.

5. Project Evaluation

Each of the five project interns were asked to complete a written evaluation form regarding their assessment of program experiences. The instrument was basically a closed response format with only the last section

allowing for written information. A summary of the results is presented in the following paragraphs.

Each intern was asked to complete three evaluation forms at the Project's end. They were (1) Individual Assessment of Internship Goals, (2) Inventory of Objectives from SEDL Minorities and Women Internship Program, and (3) Post Program Assessment of Participant's Skills. A brief discussion of the results from these instruments is presented in the following paragraphs.

a. Individual Assessment of Internship Goals

Interns were provided a list of goals which they each listed for themselves at the program's inception. On a five-point Likert scale they were asked to indicate the extent to which these goals were accomplished (Scale = Not Attained 1 2 3 4 5 Attained). Table 1 indicates how well interns felt they reached their initial goals.

TABLE 1. ASSESSMENT OF GOAL COMPLETION BY INTERNS OF THEIR INDIVIDUAL PROGRAM GOALS*

INTERNS	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
1. Gloria Scales	5**	2	2	1	4		
2. Connie DeLuna	1	1	1	3	1		
3. Carole Ann Pierce	4	2	4	3	1	2	3
4. Pedro Rocha	5	3	1	2	2	2	
5. Chris Lovato	5	4	1	2	4		

*For a listing of each intern's individual goals, see Appendix B.

**Scale = Not Attained 1 2 3 4 5 Fully Attained

Goal 1 for all interns was to complete their dissertation. Sixty percent of them accomplished this (60%, n = 3). For the other two, one left at the data interpretation/summary and conclusion writing stage, while the second was just beginning to collect data. Another basic goal for all interns, though not numbered the same, was to develop research methodology expertise including computer techniques of the four interns who explicitly stated this as a goal, (75%, n = 3) felt that this was generally attained in the program. One did not attain these skills sufficiently and the other did not list it as a goal. Much of this is attributable to the extra effort of providing methodology and computer expertise for interns so that dissertations could be completed or come as close as possible.

A third goal which appeared to be common among all interns was that of project or grant management/proposal preparation. None of the interns indicated that they attained satisfactory experiences with respect to accomplishing this goal. Much of this can be explained as a direct result of changes in Project administration about mid-way through the year. This change brought about a refocusing on dissertation completion and lessened considerably the emphasis on other project aspects.

Other goals varied among each individual intern. Of the 28 goals for all interns combined, eight were scored four or five on the scale, indicating overall accomplishment according to interns. Four (4) were rated three, which seems to indicate that they were generally attained. A total of 16 were indicated as being less attained or not attained at all. Thus, a majority of the goals

interns had hoped to accomplish during the project year were not reached.

When asked to rank their goals in terms of importance, all interns (100%, n = 5) indicated that completion of the dissertation was the most important. The second-ranked most important goal was that of gaining research methodology/computer expertise (60%, n = 3). Only two of the interns changed their goals during the project. These changes were attributed to (a) Doctoral Committee (n = 2) and (b) Project Administration (n = 1).

The last item of this instrument asked interns to indicate how the program might be improved to serve future participants. A summary of those suggestions are as follows:

(1) earlier identification of intern support services

(2) provision of quarterly summaries of budget expenditures (each intern individually)

(3) more program structure and direct supervision

(4) improved secretarial assistance

(5) expanded communication between Project Director and Dissertation Chairpersons about requirements, schedules, deadlines, etc.

(6) more program administration stability

(7) more realistic intern goals

(8) more continuity and regularity of seminars and training sessions

(9) more emphasis on the project's intern training component

b. Inventory of Objectives for The SEDL Minorities and Women Internship Program

Interns were requested to indicate the extent to which they felt each of the Project objectives were attained. A five-point Likert scale was used to record the responses for each objective (Scale = Not Attained 1 2 3 4 5 Fully Attained). Table 2 presents the results of intern responses for each objective.

TABLE 2. MEANS OF INTERN RESPONSES TO ATTAINMENT OF PROJECT OBJECTIVES*

Objectives	Means
1. Provide structured entry experience to establish project framework through:	
1.1 Introductory meetings	4.6
1.2 Negotiation of an individual contract	2.8
2. Provide opportunity to develop technical expertise in management of ERD through:	
2.1 Instructional seminars and lectures	3.4
2.2 Availability of appropriate reading materials	4.8
2.3 Individual task assignments	2.6
3. Provide opportunity to develop systemic and political expertise in broad aspects of ERD networks through:	
3.1 Reading materials related to previous and current organization of Lab and Center networks including relationship to various funding sources	4.4
3.2 Informal meetings with SEDL management staff	3.8
3.3 Attending management advisory team meetings	3.4
3.4 Intern meetings to process and share experiences/ perceptions	4.6
3.5 Workshops, conventions, and conferences at local, state and national levels	4.2
4. Provide support and technical assistance needed to complete the dissertation.	4.6

*Scale = Not Attained 1 2 3 4 5 Fully Attained

Results in Table 2 indicate that interns overall felt very positive with respect to the accomplishment of Objective 1.1 ($\bar{x}$ = 4.6, n = 5). A rather extensive orientation was held and it appears to have sufficiently introduced interns to the project along with its expectations.

Interns were more negative in response concerning the negotiation of an individual contract with them. It would appear that this objective was not fully attained overall.

Results with respect to objectives dealing with the provision of opportunities to develop technical expertise in management and the management of ERD produced mixed results. It would appear that interns were neutral in their responses to instructional seminars and lectures as methods for helping them attain ERD management technical expertise ($\bar{x}$ = 3.4, n = 5). They were more positive ($\bar{x}$ = 4.8, n = 5) in terms of the availability of appropriate project reading materials to help attain this expertise. However, interns did not feel that individual assignments were helpful in gaining experience in management and technical aspects of ERD ($\bar{x}$ = 2.6, n = 5). Most of the negative response to this objective is attributable to the fact that changes in program administration and a concentrated focus of completing dissertations negated interns receiving individual task assignments.

Mean scores of intern responses to the objective dealing with providing opportunities for developing systemic and political expertise in broad areas of ERD indicate an overall positive feeling about its attainment. Interns felt that this goal was rather fully

attained through (a) reading of previous and current SEDL materials ($\bar{x}$ = 4.4, n = 5); (b) internship meetings with SEDL managers ($\bar{x}$ = 4.6, n = 5); (c) workshops, conventions and conferences at local, state and national levels ($\bar{x}$ = 4.2, n = 5). There was a more neutral feeling by interns about the attainment of Objective 3 through attending Management Advisory Team meetings ($\bar{x}$ = 3.4, n = 5).

Objective 4 deals with providing interns with the support and technical assistance needed to complete their dissertations. The mean response score ($\bar{x}$ = 4.6, n = 5) indicates that, overall, interns felt very positive about the extent to which this goal was accomplished. The more positive responses may have been influenced by the concentration of Project efforts on dissertation completion during the second half of the Project year.

c. Post Program Assessment of Participant's Skills

This instrument (see Appendix B) was designed to gather indications from interns concerning their skill needs after having taken part in the project for one year. Table 3 presents the mean of responses for each item in the instrument. Interns were provided with a five-point Likert scale to select their responses (Scale: 1 = great need to 5 = no need. Table 3 presents the results of intern responses to each item.

TABLE 3. MEAN RESPONSES FOR INTERN POST ASSESSMENT OF ERD SKILL DEVELOPMENT NEEDS

Items	Means
1. Research Skills	
a. literature reviewing	3.4

Items	Means
b. problem definition	3.6
c. design	3.6
d. data collection	3.2
e. data analysis	2.6
f. report	3.4
2. Development	
a. conceptualization	3.4
b. presentation	3.4
c. revision	3.0
3. Dissemination	
a. development of awareness	3.2
b. interaction skills	3.4
c. implementation	3.0
4. Evaluation	
a. design	2.4
b. data collection	2.8
c. data analysis	2.4
d. report	2.4
5. Management	
a. supervision of personnel	3.0
b. planning	3.0
c. implementation of plans	3.2
d. budgeting	2.4

Based upon results in Table 3, interns indicate that they still had a need to develop skills in all research areas except data analysis. There appears to be much less of a need to further develop skills in this area. Strongest needs appear to be in the areas of problem definition and research design ($\bar{x}$ = 3.6, n = 5).

In the area of development, results show that interns still felt a need to increase their development skills (see Table 3). The same appears to be true regarding further development of dissemination skills. In these two areas, conceptualization, presentation and interaction skills development had the highest need ($\bar{x}$ = 3.4, n = 5).

With respect to the area of evaluation, interns indicated the least need for further skill development. Data collection was the highest need area ($\bar{x}$ = 2.8, n = 5). In the management area, interns, overall, indicated some need for more skill development concerning supervision of personnel, planning and implementation of plans. Budgeting was the area where interns felt little need for additional skill development ($\bar{x}$ = 2.4, n = 5).

Interns were requested to indicate the overall importance of the project in developing skills for six ERD areas. Results of their responses are presented in Table 4.

TABLE 4. IMPORTANCE OF PROJECT IN DEVELOPING SKILLS FOR SELECTED ERD AREAS* (n = 5)

Items	Means
1. Research	4.0
2. Development	2.6
3. Dissemination	2.6
4. Evaluation	2.8
5. Management	3.2
6. Professional Networking	3.6

*Scale: 1 = Not Important to 5 = Extremely Important.

Results show that interns considered the project most important for developing research ($\bar{x}$ = 4.0) and professional networking ($\bar{x}$ = 3.6) skills. It appears that interns felt the project was not important for generating skills in disseminating ($\bar{x}$ = 2.6), development ($\bar{x}$ = 2.6) or evaluation ($\bar{x}$ = 2.5). The project was generally important regarding the development of skills in the management area ($\bar{x}$ = 3.2).

C. Summary

SEDL's Minorities and Women Individualized Internship Project completed its fourth year of operation on November 30, 1981. During this time, a total of twenty (20) interns had matriculated through the project. Of that group, fifteen (15) completed their doctoral degree work in addition to participating in a variety of ERD practical and management experiences. Approximately twelve (12) are presently employed in positions which deal with aspects of ERD.

The project has experienced the most success in assisting interns with completing their doctorate degree work (75%, n = 15). The nature of federal funding, individual preferences and project administration have all affected the extent to which interns participated in successful ERD experiences. While all interns were exposed to certain basic ERD activities at SEDL, some benefitted more than others. How extensive the activity was, depended upon the area (project) that was chosen, the amount of time an intern had available and how close to completing the dissertation they were.

It would appear that interns generally felt quite positive about the research and professional networking experiences/skills they received while in the project. However, there appears to be a general consensus among interns that much more in terms of ERD management, proposal

development and preparation, project implementation/evaluation, and institutional governance experiences would have been useful.

During the Fall of 1981, both the SEDL Board of Directors and the Executive Director, in consultation with NIE, reached an agreement to suspend operation of the Minorities and Women Individualized Internship Program. This decision was based upon projected funding cutbacks for FY82 and beyond. SEDL remains committed to the goals and objectives of such a project and plans to discuss with NIE and/or other funding sources ways of reviving the project with a modified orientation and approach.

ATTACHMENT A

JANUARY 1981

5 - Intern Meeting

9 - Intern Meeting with Project Director - Joyce Evans - 11:30 a.m.

12 - Computer Seminar - Introduction to UT Computing Environment - 9:30-11:30
Intern Meeting on Evaluation

13 - Intern Meeting with Project Director - Charles Corder-Bolz - 1:30-2:30
Computer Seminar - Data Entry and File Manipulation - 9:30-11:30

14 - Computer Seminar - Introduction to the Statistical Package for the Social Sciences (SPSS) - 1:30-3:30
NIE Meeting

15 - Computer Seminar - SPSS - 9:30-11:30 and 1:30-3:30
Intern Meeting

16 - Intern Meeting

17 - Intern Meeting

19 - Management Advisory Team Meeting
Interns meet with Arnold Kriegel - 10:00

20 - Intern Meeting with Executive Director - James H. Perry - 1:30-2:30

21 - Intern Meeting - Pedro's presentation and Gloria's presentation

22 - Management Advisory Team Meeting
Role Play with Pedro
Intern Meeting with Jim Kunetka - 2:30

26 - Intern Meeting

27 - Intern Meeting with Executive Director - James H. Perry - 1:30-2:30

28 - Computer Seminar - Text Editing - 9:30-11:30

29 - Computer Seminar - Text Formatting - 9:30-11:30

30 - Intern Meeting with Project Director - David L. Williams - 1:30-2:30

FEBRUARY 1981

2 - Management Advisory Team Meeting

3 - Intern Meeting with Martha Smith - 10:30-11:30

4 - Intern Meeting with John Stallworth - 9:00
Dr. Nina Gupta's Intern Seminar - Organizational Behavior - 10:00-12:00

5 - Intern Meeting - Connie's dissertation presentation

6 - Intern Meeting - prepare for Advisory Committee - 9:00

9 - Seminar - Introduction to Quantitative Research Methods and Statistics - 9:30-11:30
Management Advisory Team Meeting

10 - Advisory Meeting with Interns - 9:00
John Stallworth survey - 11:00

13 - Al King's Seminar - An Introduction to Qualitative Research and Data Analysis - 9:30-11:30

16 - Management Advisory Team Meeting
Seminar - Introduction to Multiple Regression - 10:00-12:00

17 - Al King's Seminar on Qualitative Research - 9:30-11:30

18 - Arnold Kriegel meets with Interns - 9:00
Sue Bryarly meets with Interns - 10:30

19 - SEDL Board Meeting - 4:00

23 - Melinda Longtain meeting with Interns - 9:00
Management Advisory Team Meeting
Seminar - Introduction to Path Analysis - 9:30-11:30

25 - AGOG - 11:30-1:00
Seminar - Introduction to Other Multivariate Statistical Techniques - 9:30-11:30

26 - Carole's dissertation presentation - 9:30

MARCH 1981

2 - John Stallworth Intern presentation - 9:30

3 - Intern Meeting

4 - Gary Hanson's Seminar - Introduction to Discriminant Analysis - 9:30-11:30

5 - Intern Meeting with Project Director - Preston Kronkosky - 8:30 9:30

10 - Intern Meeting with Project Director - Domingo Dominguez - 10:00

11 - Nina Gupta - Skills Assessment - 10:00

12 - Intern - Evaluation Study Meeting

18 - Bilingual Hearing - Connie De Luna

23 - Management Advisory Team Meeting
Dr. Gordon Wells - SEDL Bilingual

24 - Intern Meeting - 1:30

30 - Intern Meeting - 1:30

APRIL 1981

1 - SAS Conference - Nina and Judy
AERA Meeting - 11:00
Women's Leadership Conference
SEDL's Leadership Conference

2 - SAS Conference - Nina and Judy
Women's Leadership Conference
SEDL's Leadership Conference

3 - SAS Conference - Nina and Judy
Women's Leadership Conference
SEDL's Leadership Conference

4 - SAS Conference - Nina and Judy
SEDL's Leadership Conference

13 - Chris, Connie, Gloria - AERA Conference in Los Angeles through April 17

22 - Intern Meeting - 10:00

24 - Intern Meeting with Martha Smith - 1:00

27 - Laboratory Council Meeting - 8:30

MAY 1981

1 - Intern Meeting - Timelines

5 - Intern Meeting - Evaluation Forms

6 - Carol Edwards - 8:30

8 - Meeting with Preston Kronkosky

12 - Intern Meeting with Preston Kronkosky - 11:00
Carole Pierce's presentation - Intern Meeting - 10:00

13 - Connie - work with Dr. Cooper's Apple II Project

14 - Intern Meeting - 9:00

22 - Managerial Workshop - Dr. Charles Pierce - 9:00-12:00

27 - Intern Meeting - 9:00

28 - Advisory Committee Meeting - 10:30

JUNE 1981

10 - Meeting with Dr. Perry

15 - Meeting with Dr. Perry

16 - Meeting with Dr. Williams

22 - Intern Meeting

APPENDIX B

INDIVIDUAL ASSESSMENT OF INTERNSHIP GOALS

Chris Lovato

Your initial goals for the Individualized Minorities and Women Internship Program were as follows:

1. To complete the dissertation.

2. To increase technical knowledge and expertise in statistical analysis and computer utilization.

3. To become familiarized with the process involved in pulling together a grant proposal.

4. To increase expertise necessary in managing a research project.

   4a. To become familiarized with the ins and outs related to budgeting a research project.

5. To develop an individual network of professionals working in the areas of educational research and evaluation.

Now that you have completed the program, please provide the following information:

a. Rank order your goals in terms of importance to you. Put numbers on blanks below in descending order.

___ ___ ___ ___ ___ ___ ___

b. List the number of those goals completed _____

c. List the number of those goals not completed _____

d. Did any of your goals change? Yes _____ No _____

e. Indicate which of these caused this change of goals.

___ Research Study Focus
___ Program Administration
___ Doctoral Committee
___ Personal Problems
___ Program Support
___ Other, Please specify _____

INDIVIDUAL ASSESSMENT OF INTERNSHIP GOALS

Carole Pierce

Your initial goals for the Individualized Minorities and Women Internship Program were as follows:

1. Complete dissertation.
2. Become familiar with the grant writing, management, and implementation of research projects. Also the budgeting thereof.
3. Develop computer and statistical competence.
4. Expand a professional network within the area of educational research.
5. Continue my study of organizational structure and functioning within SEDL.
6. Study the interface, form a managerial viewpoint, between SEDL and the other organizations with which it interacts.
7. Develop further expertise within the broad content areas of women, management, and work.

Now that you have completed the program, please provide the following information:

a. Rank order your goals in terms of importance to you. Put numbers on blanks below in descending order.

____ ____ ____ ____ ____ ____ ____

b. List the number of those goals completed _____

c. List the number of those goals not completed _____

d. Did any of your goals change? Yes _____ No _____

e. Indicate which of these caused this change of goals.

____ Research Study Focus
____ Program Administration
____ Doctoral Committee
____ Personal Problems
____ Program Support
____ Other, Please specify _____

INDIVIDUAL ASSESSMENT OF INTERNSHIP GOALS

Connie De Luna

Your initial goals for the Individualized Minorities and Women Internship Program were as follows:

1. Finish dissertation.

2. To increase technical knowledge and expertise in statistical analyses and computer utilization.

3. To increase expertise necessary in managing and budgeting a research project utilizing SEDL philosophy of research.

4. To learn more about research methodology, development and dissemination.

5. To become involved with a research project director by contributing in:

    a. writing a proposal
    b. budgeting the project
    c. collecting and analyzing the data
    d. publishing the findings.

Now that you have completed the program, please provide the following information:

a. Rank order your goals in terms of importance to you. Put numbers on blanks below in descending order.

___ ___ ___ ___ ___ ___ ___

b. List the number of those goals completed _____

c. List the number of those goals not completed _____

d. Did any of your goals change? Yes _____ No _____

e. Indicate which of these caused this change of goals.

___ Research Study Focus
___ Program Administration
___ Doctoral Committee
___ Personal Problems
___ Program Support
___ Other, Please specify _____
_____

INDIVIDUAL ASSESSMENT OF INTERNSHIP GOALS

Gloria Scales

Your initial goals for the Individualized Minorities and Women Internship Program were as follows:

1. Complete my dissertation.
2. Work in selected SEDL Divisions.
3. Develop grant/proposal writing and management skills.
4. Develop dissemination of results skills.
5. Avail myself of SEDL expertise regarding job search and interview skills.

Now that you have completed the program, please provide the following information:

a. Rank order your goals in terms of importance to you. Put numbers on blanks below in descending order.

____ ____ ____ ____ ____ ____ ____

b. List the number of those goals completed _____

c. List the number of those goals not completed _____

d. Did any of your goals change? Yes _____ No _____

e. Indicate which of these caused this change of goals.

____ Research Study Focus
____ Program Administration
____ Doctoral Committee
____ Personal Problems
____ Program Support
____ Other, Please specify _____

INDIVIDUAL ASSESSMENT OF INTERNSHIP GOALS

Pedro Rocha

Your initial goals for the Individualized Minorities and Women Internship Program were as follows:

1. Complete my dissertation.
2. Develop research methodology expertise.
3. Develop grant management expertise.
4. Develop grant/proposal writing expertise.
5. Develop grant/proposal/final report preparation expertise.
6. Develop expertise in applying research findings.

Now that you have completed the program, please provide the following information:

a. Rank order your goals in terms of importance to you. Put numbers on blanks below in descending order.

____ ____ ____ ____ ____ ____ ____

b. List the number of those goals completed _____

c. List the number of those goals not completed _____

d. Did any of your goals change? Yes _____ No _____

e. Indicate which of these caused this change of goals.

____ Research Study Focus
____ Program Administration
____ Doctoral Committee
____ Personal Problems
____ Program Support
____ Other, Please specify _____
_____

f. In another internship program cycle, how might the program be improved to better serve interns?

INVENTORY OF OBJECTIVES
SEDL MINORITIES AND WOMEN INTERNSHIP PROGRAM

This inventory consists of statements which reflect objectives of the SEDL Minorities and Women Internship Program. Using the answer key shown, respond to each statement by circling your response to each item.

	NOT ATTAINED				FULLY ATTAINED
1. Provide a structured entry experience to set the framework necessary for maximizing the internship experience through:					
1.1 Introductory meetings	1	2	3	4	5
1.2 Negotiation of an individual contract	1	2	3	4	5
2. Provide an opportunity to develop technical expertise in management and management of educational R&D through:					
2.1 Instructional seminars and lectures related to management	1	2	3	4	5
2.2 Availability of appropriate reading materials (e.g., Education Daily and other relevant materials)	1	2	3	4	5
2.3 Individual task assignments (e.g., proposal writing, report writing, interviewing, coordination and management tasks)	1	2	3	4	5
3. Provide an opportunity to develop system and political expertise in the broader aspects of educational R&D networks through:					
3.1 Reading materials related to history and current organization of the laboratory and center networks including relationship to local, state, regional, and federal funding sources	1	2	3	4	5
3.2 Informal meetings with SEDL management staff	1	2	3	4	5
3.3 Attendance at Management Advisory Team (MAT) meetings	1	2	3	4	5
3.4 Intern meetings to process and share experiences/perceptions	1	2	3	4	5
3.5 Workshops, conventions, and conferences at local, state and national levels	1	2	3	4	5
4. Provide support and technical assistance needed to complete the dissertation	1	2	3	4	5

POST PROGRAM ASSESSMENT OF PARTICIPANT'S SKILLS

I. Having participated in the Minorities and Women Internship Program for a year, please indicate how much need you still have for developing skills in each area by circling your response choice for each item.

1 = Great need
2 = Some need
3 = Average need
4 = Little need
5 = No need

In addition, diagnose what subskill you need to develop.

1. Research skills

a. literature reviewing	1	2	3	4	5
b. problem definition	1	2	3	4	5
c. design	1	2	3	4	5
d. data collection	1	2	3	4	5
e. data analysis	1	2	3	4	5
f. report	1	2	3	4	5

2. Development

a. conceptualization	1	2	3	4	5
b. presentation	1	2	3	4	5
c. revision	1	2	3	4	5

3. Dissemination

a. development of awareness	1	2	3	4	5

b. interaction skills 1 2 3 4 5

c. implementation 1 2 3 4 5

4. Evaluation

a. design 1 2 3 4 5

b. data collection 1 2 3 4 5

c. data analysis 1 2 3 4 5

d. report 1 2 3 4 5

5. Management

a. supervision of personnel 1 2 3 4 5

b. planning 1 2 3 4 5

c. implementation of plans 1 2 3 4 5

d. budgeting 1 2 3 4 5

II. Please indicate the usefulness of this project in developing skills in each area. Circle only one number in each item.

5 = Extremely important
4 = Important
3 = Average
2 = Unimportant
1 = Not a goal

1. Research 1 2 3 4 5

2. Development 1 2 3 4 5

3. Dissemination 1 2 3 4 5

4. Evaluation 1 2 3 4 5

5. Management 1 2 3 4 5

6. Professional networking 1 2 3 4 5